



**Alabama
Department of
Postsecondary Education**

Representing Alabama's Public Two-Year College System

December 20, 2007

OAD 214

Medical Office Procedures

Plan of Instruction

Effective Date: 2008

Version Number: 2008-1

COURSE DESCRIPTION:

This course focuses on the responsibilities of professional support personnel in a medical environment. Emphasis is on medical terms, the production of appropriate forms and reports, and office procedures and practices. Upon completion, the student should be able to perform office support tasks required for employment in a medical environment.

CREDIT HOURS

Theory Credit Hours	3 hours
Lab Credit Hours	0 hour
Total Credit Hours	3 hours

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Colleges may schedule lab hours as manipulative (3:1 contact to credit hour ratio) or experimental (2:1 contact to credit hour ratio).

PREREQUISITE COURSES

As determined by college.

CO-REQUISITE COURSES

As determined by college.

PROFESSIONAL COMPETENCIES

- Identify administrative tasks involved in health care practices.
- Apply hands-on training for employment in a medical environment.
- Maintain medical billing data.

INSTRUCTIONAL GOALS

- **Cognitive** – Comprehend principles and concepts related to medical office procedures.
- **Psychomotor** – Apply principles and concepts of medical office procedures.
- **Affective** – Value the importance of adhering to policy and procedures related to medical office procedures.

STUDENT OBJECTIVES

Condition Statement: Unless otherwise indicated, evaluation of student's attainment of objectives is based on knowledge gained from this course. Specifications may be in the form of, but not limited to, cognitive skills diagnostic instruments, manufacturer's specifications, technical orders, regulations, national and state codes, certification agencies, locally developed lab/clinical assignments, or any combination of specifications.

STUDENT LEARNING OUTCOMES

MODULE A – ADMINISTRATIVE TASKS		
MODULE DESCRIPTION – The purpose of this module is to teach the students to identify administrative tasks involved in health care practices. Topics include reception and registration, medical records, diagnostic and procedure codes, Medicaid and Medicare, insurance claim forms, and patient accounts.		
PROFESSIONAL COMPETENCIES	PERFORMANCE OBJECTIVES	KSA
A1.0 Identify administrative tasks involved in health care practices.	A1.1 This competency is measured cognitively.	B
LEARNING OBJECTIVES		KSA
A1.1.1 Summarize correct techniques for patient reception and registration.		A
A1.1.2 Describe procedures for preparation of a patient’s medical record.		A
A1.1.3 Identify diagnostic and procedure codes.		A
A1.1.4 Differentiate between Medicaid and Medicare.		B
A1.1.5 Explain health insurance claim forms.		B
A1.1.6 Explain patient accounts.		B
MODULE A OUTLINE:		
<ul style="list-style-type: none"> • Patient reception and registration • Patient’s medical record • Diagnostic and procedure codes • Medicaid and Medicare • Health insurance claim forms • Patient accounts 		

MODULE B – HANDS-ON TRAINING		
MODULE DESCRIPTION – The purpose of this module is to teach the students to apply hands-on training for employment in a medical environment. Topics include patient’s medical records, health insurance claim forms, medical bills, medical correspondence, and medical forms.		
PROFESSIONAL COMPETENCIES	PERFORMANCE OBJECTIVES	KSA
B1.0 Apply hands-on training for employment in a medical environment.	B1.1 Prepare specified medical documents.	b
LEARNING OBJECTIVES		KSA

B1.1.1	Explain how to create and organize a patient’s medical record.	b
B1.1.2	Explain how to prepare a health insurance claim form.	b
B1.1.3	Explain how to prepare a medical bill.	b
B1.1.4	Explain how to create medical correspondence.	b
B1.1.5	Explain how to prepare medical forms.	b
<p>MODULE B OUTLINE:</p> <ul style="list-style-type: none"> • Patient’s medical record • Health insurance claim form • Medical bill • Medical correspondence • Medical forms 		

MODULE C – MEDICAL BILLING DATA		
<p>MODULE DESCRIPTION – The purpose of this module is to teach the students to maintain medical billing data. Topics include software information, entering patient information, patient cases, entering transactions, patient scheduling, and printing medical reports.</p>		
PROFESSIONAL COMPETENCIES	PERFORMANCE OBJECTIVES	KSA
C1.0 Maintain medical billing data.	C1.1 Prepare specified medical billing data.	b
LEARNING OBJECTIVES		KSA
C1.1.1	Recognize introductory information on billing software.	A
C1.1.2	Explain the process of entering patient information.	b
C1.1.3	Explain the process of working with patient cases.	b
C1.1.4	Explain the process of entering charge transactions, payments, and adjustments.	b
C1.1.5	Explain patient scheduling.	A
C1.1.6	Explain the process of printing medical office reports.	b
<p>MODULE C OUTLINE:</p> <ul style="list-style-type: none"> • Introductory information on billing software • Entering patient information • Working with patient cases • Entering transactions • Patient scheduling • Printing medical reports 		

LEARNING OUTCOMES TABLE OF SPECIFICATIONS

The table below identifies the percentage of learning objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

	Facts/ Nomenclature A/a	Principles/ Procedures B/b	Analysis/ Operating Principles C/c	Evaluation/ Complete Theory D/d
Module A	50%	50%		
Module B		100%		
Module C	33%	67%		

Knowledge, Skills, and Attitudes (KSA) Indicators			
	Value	Key Word(s)	Definition
Performance Ability	4	Highly Proficient	Performs competency quickly and accurately. Instructs others how to do the competency.
	3	Proficient	Performs all parts of the competency. Needs only a spot check of completed work.
	2	Partially Proficient	Performs most parts of the competency. Needs help only on hardest parts.
	1	Limited Proficiency	Performs simple parts of the competency. Needs to be told or shown how to do most of the competency.
Knowledge of Skills	d	Complete Theory	Predicts, isolates, and resolves problems about the competency.
	c	Operating Principles	Identifies why and when the competency must be done and why each step is needed.
	b	Procedures	Determines step-by-step procedures for doing the competency.
	a	Nomenclature	Names parts, tools, and simple facts about the competency.
Knowledge	D	Evaluation	Evaluates conditions and makes proper decisions about the subject.
	C	Analysis	Analyzes facts and principles and draws conclusions about the subject.
	B	Principles	Identifies relationship of basic facts and states general principles about the subject.
	A	Facts	Identifies basic facts and terms about the subject.
Affective	*5	Characterization by Value	Acting consistently with the new value
	*4	Organization	Integrating a new value into one's general set of values, giving it some ranking among one's general priorities
	*3	Valuing	Showing some definite involvement or commitment
	*2	Responding	Showing some new behaviors as a result of experience
	*1	Receiving	Being aware of or attending to something in the environment

Alpha Scale Values - Any item with an upper case letter (A, B, C, D) by itself is taught as general information on a topic. This information may be related to the competency or encompass multiple competencies. Examples might include mathematical computations or knowledge of principles such as Ohm's Law.

A lower case letter indicates a level of "Knowledge of Skills." Individuals are taught information pertaining to performing a competency. These may be indicated alone or in conjunction with a numerical scale value. A lower case letter by itself indicates the individual is not required to perform the task-just know about the task (example: Can state or explain procedures for doing a task).

Numerical Scale Values - The numbers reflect the levels the individual will be able to perform a competency. Number values are always accompanied by lower case letters (i.e. **1a, 2b, 3c...**etc.) in order to specify the level of knowledge of skills associated with the competency.

Example: An individual with a competency with a scale indicator of 3b has received training of knowledge of skills whereby he or she can determine the correct procedures and perform with limited supervision; only requiring evaluation of the finished product or procedure.

Asterisk items indicate desired affective domain levels and are used to indicate the desired level for a given competency. They may be used independently or with other indicators (i.e. 1a-*1, 2c-*3). If used with another indicator, separate with a hyphen.

NOTE: Codes indicate terminal values.